DOCUMENT RESUME

ED 277 828 CE 046 030

AUTHOR Forster, Eloise; Pendas, Jose
TITLE A Transitional Bilingual Vocational Training Program at the Secondary Level.
INSTITUTION Essex County Superintendent of Schools, Newark, N.J.
PUB DATE 86
NOTE 33p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Bilingual Education; *Cosmetology; *English (Second Language); Hispanic Americans; Limited English Speaking; *Office Occupations Education; Secondary Education; Second Language Instruction; Secretaries; *Spanish Speaking; Technical Education; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS *Essex County Vocational Technical Schools NJ

ABSTRACT

The Bilingual Vocational Training (BVT) Program for the Essex County (New Jersey) Vocational Technical Schools is designed to train secondary students of limited English speaking ability for employment as skilled workers, technicians, or sub/paraprofessionals in recognized occupations and in new and emerging occupations. The pilot program focuses on secretarial and beauty culture programs for Spanish-speaking students. There are three primary components within the district-wide BVT program design: (1) the General BVT Program that provides vocational skills training with a modified curriculum to meet student needs; (2) a BVT program in a specific vocational or technical area for a single native language group where vocational training occurs bilingually and concurrently with English as a Second Language/Vocational English as a Second Language (ESL/VESL). Required courses are taught bilingually to the extent necessary for the student to meet grade-promotion and graduation standards; and (3) high-intensity ESL/VESL where students are placed in an ESL class five periods a week in lieu of regular English and in a tutorial class five periods a week for instruction in subject matter areas with ESL teachers. All students have an Individualized Student Improvement Plan. Students can be placed in the programs at their request after taking a placement test. Parents are notified about procedures for their children's participation in the program. (The report contains sample forms and materials to be used in the proposed program, as well as curriculum details.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED277828

Essex County Vocational Technical Schools
68 South Harrison Street
East Orange, New Jersey 07018

Dr. William Harvey, Superintendent
Eloise Forster
Director of Program Planning and Evaluation

Jose Pendas
Bilingual/ESL Program Coordinator

A TRANSITIONAL BILINGUAL VOCATIONAL TRAINING PROGRAM AT THE SECONDARY LEVEL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Pendas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE046030

BEST COPY AVAILABLE

INTRODUCTION

The Essex County Vocational-Technical School District offers quality vocational-technical programs to approximately 2,726 secondary students within the County of Essex. The student body is 58% Black, 26% Hispanic and 15% White. Pacific Islanders make up the remaining 1%. Approximately 42% of the enrollment are female and 58% are male.

Programs of study are offered at six vocational and technical centers. These include five high schools: Bloomfield, Irvington, Newark (2) and West Caldwell. Special Education programs, servicing over 300 students, are conducted throughout the district on a full-time and shared-time basis. The Technical Careers Center in Newark offers full-time/part-time, day and evening, courses and programs for adults seeking to learn a trade or skills, upgrade their present skills, or acquaint themselves with the latest techniques, changes and improvements occurring in their careers.

Ongoing curriculum evaluation and revision insures that all programs reflect the current industrial and commercial needs of today's job market. All students are encouraged to participate in career guidance, cooperative industrial education and career placement services provided by the District in order to gain a broad exposure to his or her specialized area. Apprenticeship programs are also conducted in cooperation with local industry and existing labor unions. The Essex County Vocational and Technical School

District is dedicated to providing quality vocational educational programs and services to all who can demonstrate the desire and potential to achieve.

THE COMMUNITY WHICH THE
ESSEX COUNTY VOCATIONAL-TECHNICAL SCHOOLS SERVE

Essex County is located in the northeastern section of New Jersey forming part of an eight-county metropolitan area of New Jersey, close to New York City. It is one of the nations largest industrial, financial and transportation centers. Essex is a completely urbanized county with a total population of 851,116. Approximately two-thirds of the population is concentrated in five municipal areas (Newark, East Orange, Irvington, Bloomfield and Montclair) which form the populous core served by the Essex County Vocational-Technical School District.

The racial breakdown of the Essex County population is as follows: White 53%, Black 38%, Hispanic 7%, Other 2%. It is the county containing the greatest concentration of non-white population within the state. Census data from 1980 indicates that between 1970 and 1980, Essex County has experienced the following population shift: (1) a 25% decrease in the White population; (2) an 18% increase in the Black population; (3) a 31% increase in the Hispanic population; and (4) an 84% increase in the category of "Other". Overall, Essex County and the City of Newark lost 9% and 24% of their population respectively.

The 1980 median family income for Essex County residents was $12,125. The median family income for the Black population was $7,812, which was higher than the Hispanic median family income of

$6,711. The acute poverty condition of both the Black and Hispanic racial groups is concentrated within the Greater Newark Area, (Newark, East Orange, Irvington, Bloomfield and Montclair). It is in this climate that the Essex County Vocational-Technical School District provides its educational services. A secondary school population exists within the county which desperately needs, and can benefit from, expanded academic preparation, support services, career guidance, and enrichment activities designed to enhance educational experiences and increase employment opportunities.

Source

Bureau of Census, General Population Characteristics New Jersey, 1980 Washington, D.C.: Government Printing Office, 1981.

THE PROGRAM

The Bilingual Vocational Training (BVT) Program will train secondary students of limited English speaking ability for gainful employment as skilled workers, technicians, or sub/paraprofessionals in recognized occupations and in new and emerging occupations. More specifically, the proposed pilot Bilingual Secretarial and Beauty Culture Programs will train Spanish speaking students for secretarial and related business careers where skill in both the English and Spanish languages are required, and for positions as licensed beauticians.

The program design is comprehensive and provides vocational skills training, structured English language instruction, special support services, job development and job placement, and follow-up services.

The proposed program is especially designed for the particular needs of LEP students, providing them with a special program as a special population. The program thereby requires a specialized staff whose time will be totally dedicated to assisting the LEP students attain greater assimilation into an English-speaking society, increased English proficiency, and gainful employment.

PROGRAM DESIGN

There are three primary components within the district-wide Bilingual Vocational Training Program design:

1. The General BVT Program provides vocational skills training in any vocational area for LEP students where numbers may not justify establishment of a separate program for a single native language; or where individual LEP students select, on the basis of interest and aptitude, a vocational area which may not be available as a single language bilingual program; or due to the unavailability of qualified vocational staff. It presents a modified curriculum and instructional approaches within the regular vocational-technical programs where vocational- training occurs monolingually with the use of a bilingual aide and concurrently with High Intensity ESL/VESL (Vocational ESL) to assist with mastery of subject areas necessary for the student to meet grade-promotion and graduation standards.

A specific program of studies follows

2. A BVT Program in a specific vocational or technical area for a single native language group where vocational training occurs bilingually and concurrently with ESL/VESL and required courses taught bilingually to the extent necessary for the student to meet grade-promotion and graduation standards. Modifications are made to the regular program of studies and curriculum for a specific area, including the addition of special courses to develop full competence in the native language as well as English, if required Examples would be the Bilingual Secretarial and Bilingual Beauty Culture Programs, for which specific program descriptions follow (Figures 2-3). The Bilingual Secretarial Program will become a component of the "3+2 Academically/Vocationally Talented Program" and

as such will enable students to obtain dual credit for courses taken at Essex County Vocational-Technical Schools and advanced standing at the Essex County College. A student may be granted sufficient advanced credits to obtain an Applied or Associate Degree in one year or less rather than the usual two years.

The 3+2 Program is a feature of the Academically/Vocationally Talented (AVT) Program for identified gifted students which presently has a part-time Career Development Coordinator specifically assigned to recruit and identify disadvantaged, female, bilingual and handicapped students who are gifted; and coordinates the activities of a comprehensive Career Development Program for the AVT and other special populations.

3. High-Intensity ESL/VESL where students are placed in an ESL class 5 periods/week in lieu of regular English for which they receive a grade and credit if the course is passed according to District established standards. They are also placed in an ESL-HI (High-Intensity)class 5 periods/week for tutorial instruction in subject matter areas with the ESL teacher. All students have an Individualized Student Improvement Plan (ISIP) developed by the ESL teacher.

INSTRUCTIONAL PRACTICES

The following instructional practices will be used:

1. Bilingual Vocational-Technical Instruction utilizes both English and the students' native languages(s). Students receive a

minimum of 405 hours per year of training in their chosen vocational area.

a. the concurrent language approach will be used for vocational skills instruction. This approach requires the vocational instructor to use two or more languages, switching from one to another, ideally to clarify instruction.

b. The bilingual aide approach will also be used to enhance instruction in the vocational area and assist in courses where a bilingual teacher may not be available. This approach utilizes a bilingual paraprofessional or community member who helps assess the LEP students' native language.

2. English As a Second Language (ESL) instruction given as an English course for those students identified as LEP.

Vocational English As A Second Language (VESL) instruction provides LEP vocational students with the English language content and skills necessary to survive in a vocational classroom and on the job. Its main purpose is to support and strengthen vocational instruction and includes:

a. Specific Vocational Topics

The ESL instructor bases lesson topics on some vocational concept or skill which is determined by the vocational instructor(s). Topics may include tasks, task steps, duties, objectives,

and so forth.

b. Vocabulary

The ESL instructor analyzes the materials given to him/her by the vocational instructor(s) that relate to the topic(s) identified above. With the help of the vocational instructor(s), the ESL teacher identifies the technical and nontechnical expressions that seem to predominate in these materials. After identifying the expressions, the ESL instructor again consults the vocational instructor in order to confirm that the expressions chosen are, indeed, important.

c. Grammatical Structures

The ESL instructor identifies the grammatical structures that are most frequently used within the vocational topic. The ESL instructor does this by analyzing the vocational materials provided by the vocational instructor.

d. Language Skills

The instructor determines which language skills (i.e. listening, speaking, reading or writing) need to be emphasized with the previously identified vocabulary and grammar.

e. Cultural Information

Almost every aspect of vocational training and employment includes behaviors that could differ

across cultures. The VESL instructor includes in each lesson important cultural information as it relates to each vocabulary topic.

f. Special Instructional Strategies

A major difference between VESL and general ESL is that the former emphasizes communicating meaningful messages (content) while the latter often focuses on producing grammatically correct statements (form). This emphasis on communicating meaningful messages is also reflected in the instructional strategies of a VESL class. Thus, instead of relying on traditional language-learning activities, such as repeating words and phrases, memorizing dialogues, and supplying correct grammatical endings, VESL activities tend to focus on exercises that help students learn the meaning of vocabulary and that help students to communicate. These activities include identifying the names of projects, role-playing, discussions, reporting and carrying out directions.

Students receive a total of 210 hours of instruction in ESL and VESL per year (90 minutes per day/five days per week) as part of the High-Intensity ESL program.

FIGURE 1

GENERAL BILINGUAL VOCATIONAL TRAINING (BVT) PROGRAM

NINTH GRADE

SUBJECTS	CREDITS
Exploratory Vocational Training*	15
ESL (HI) - 1,2,3**	5
General Math IG, C/Algebra I	5
General Science (L)	5
Physical Education I/Health	3 3/4
Career Orientation	1 1/4
	35

TENTH GRADE

Vocational-Technical Training+	15
English IIA, G, C/ESL (HI) - 1,2,3**	5
Physical Education II/Driver Education	3 3/4
General Math IIG, C/Algebra I/Geometry	5
U.S. History I	5
Technical Drawing I	1 1/4
	35

ELEVENTH GRADE

Vocational-Technical Training+	15
English IIIA, G, C/ESL (HI) - 1,2,3**	5
Related Math/Algebra I/Geometry/General Math IIIC/Algebra II with Trigonometry	5
Physical Education III/First Aid	3 3/4
Physics/Computer Applications/Related Science/Chemistry	5
Technical Drawing II	1 1/4
	35

TWELFTH GRADE

Vocational-Technical Training/CIE-COE with Related	15
English IVA, G, C/ESL (HI) - 1,2,3**	5
Algebra I/Algebra II with Trig./Geometry/Statistics & Probability General Math IV/Pre-Calculus I/Pre-Calculus II/Related Math II	5
Physical Education IV/Family Living	3 3/4
U.S. History II	5
Small Business Management	1 1/4
	35

Grand Total (Including 9th Grade) 140

**High-Intensity

/ = or

+ 405 hours training per year in a specific vocational or technical area.

NOTE: A 9th period will be added for special populations as required (LEP, AVT, Sp. Ed.)

FIGURE 2

ESSEX COUNTY VOCATIONAL TECHNICAL SCHOOLS

BILINGUAL SECRETARIAL PROGRAM

FIRST YEAR*		CREDITS
**Elementary Typing I (B)		5
**Office Practices I (B)		5
**Office Machines (including Introduction to Computers) (B)		5
Business Math		5
***English As A Second Language (HI) - 1, 2, 3		5
General Science (L)		5
Physical Education I/Health		3 3/4
Career Orientation		1 1/4
	TOTAL	35

SECOND YEAR*		
**Advanced Typing II (B)		5
**Steno I (B)		5
**Data Processing (B)		5
English II C, G, A/ESL (HI) - 1, 2, 3 **		5
**Office Practices II		5
Physical Education II/Driver Education		3 3/4
Spanish I		5
Business Communications		1 1/4
	TOTAL	35

THIRD YEAR*		
**Word Processing I (B)		5
**Steno II with Transcription (B)		10
**Accounting I (B)		5
Spanish II		5
English III C, G, A/ESL (HI) - 1, 2, 3 **		5
Physical Education III/First Aid		3 3/4
U.S. History I		5
Independent Study/Business Communications		1 1/4
	TOTAL	40

FOURTH YEAR*		
*Cooperative Office Education w/Related		(15)
Specialized Production Typing IV/Elective		5
Accounting II (B)		5
**Steno III with Transcription (B)		10
U.S. History II		5
English IV C, G, A/ESL (HI) - 1, 2, 3 **		5
Physical Education IV/Family Living		3 3/4
Business Organization and Management		1 1/4
Spanish III		5
	TOTAL	40
	TOTAL	150

* - 9 Period Day
*** - High-Intensity
/ = OR
** - Taught Bilingually
* Cooperative Office Ed.
15 Credits for work experience
** Students may exit ESL & take English C, G, A

FIGURE 3

ESSEX COUNTY VOCATIONAL TECHNICAL SCHOOLS

BILINGUAL BEAUTY CULTURE PROGRAM

(No. 13th Street Center)

First Year	Credits
Beauty Culture I (B)	15
English I A, G, C/ESL (MI) - 1, 2, 3*	5
General Math IG. C	5
General Science (L)	5
Phys. Ed. I/Gen. Health Ed.	3 3/4
Career Orientation	1 1/4
TOTAL	35

Second Year	
Beauty Culture II (B)	15
English II A, G, C/ESL (MI) - 1, 2, 3 *	5
General Math II C/Business Math	5
U.S. History I	5
Phys. Ed. II/Driver Ed.	3 3/4
Business Communications	1 1/4
TOTAL	35

Third Year	
Beauty Culture III (B)	15
English III A, G, C/ESL (MI) - 1, 2, 3 *	5
General Math III C/ Accounting I /Related Math	5
Keyboarding Fundamentals /Computer Applications	5
Phys. Ed. III/First Aid	3 3/4
Technical Drawing I /Business Communications	1 1/4
TOTAL	35

Fourth Year	
Beauty Culture IV (B)	15
English IV A, G, C/ESL (MI) - 1, 2, 3 *	5
Gen. Math IV C/ Accounting I, II/ Related Math	5
U.S. History II	5
Phys. Ed. IV/Family Living	3 3/4
Small Business Management	1 1/4
TOTAL	35
/*or TOTAL	140

* Students in ESL-High Intensity have a 9 period day

IDENTIFICATION, ASSESSMENT, PLACEMENT AND EXIT OF LEP STUDENTS

Any resident 8th grade graduate of Essex County may apply to the Essex County Vocational-Technical Schools which operate under an open admissions policy. All applicants are interviewed by Counselors and administered a pre-admissions test; Comprehensive Test of Basic Skills (CTBS) or Language Assessment Battery (LAB IV), for placement purposes only. The test is not used as a basis for selection but for placement in special programs if appropriate. Students may apply personally or through their sending schools. Students specifically applying for th BVT Program will send applications to the Bilingual/ESL Program Coordinator. Students who may have applied to the regular program but who may be LEP as determined by a screening of applications, interview. and/or testing will be referred internally to the Bilingual Vocational Counselor for identification and recommendations for placement. At present, all LEP students are administered the LAB IV for identification and placement purposes.

The District places tremendous emphasis on proper identification and placement of the LEP student and equal emphasis on their appropriate exit and transition from the program. The program is designed to ensure that LEP students obtain proficiency in English as quickly as possible so that they can participate effectively in the regular educational program.

A Standard Operating Procedure (SOP 7.002 Rev.) governs the dis-

trict-wide implementation of identification, assessment, placement and exit procedures for LEP students.

PARENTAL NOTIFICATION AND INVOLVEMENT

As part of the admissions process, parents of applicants are notified of dates of the administration of the identification instrument, the LAB IV, and are involved in the intake and assessment interview with the applicant. As part of the identification process, parents are then notified of their child's placement in the program, the reasons for placement and available alternative programs, and their option to refuse placement. A special orientation meeting is held in September for LEP students and their parents, and individual parent conferences are held for parents to review and have input to their child's Individual Student Improvement Plan (ISIP).

STANDARD OPERATION PROCEDURE

NUMBER	7.002 Rev.
PAGE	1 OF 9

SUBJECT	EFFECTIVE DATE	APPROVAL
Identification, Assessment, Placement, and Exit of LEP Students.	February 1, 1986	William Harvey Superintendent

Note: This SOP replaces SOP #7.002 for the 1986-87 school year.

I PURPOSE:

To assure a comprehensive identification process and proper placement of limited English proficient (LEP) students

II AUTHORITY:

The Superintendent
ECIA Chapter I PL 98-211
Chapter 212 Laws of 1975
Title VII Bilingual Education Act

III PROCEDURE:

A. APPROVED TESTS

1. LAB IV - Administered:

   - to all potential LEP applicants for purposes of identification (Spring & Fall)
   - to all LEP students grades 9-12 as a post-test to determine achievement in English language proficiency. (Spring)

2. CTBS-Espanol - Administered to all incoming identified LEP and handicapped students who are Spanish-speaking to identify proficiency in the dominant language.

3. Maculaitis - Administered to all 9th, 10th, 11th grade LEP students in the ESL Programs each May after the LAB IV and to all incoming students in September for diagnostic and placement purposes.

4. CTBS-English - Administered to all students grades 9, 10, 11, including LEP, each Spring.

5. HSPT - Administered to all 9th grade students each Spring, including LEP, and students grade 10, who previously failed it.

STANDARD OPERATION PROCEDURE

NUMBER	7.002 (Rev.
PAGE	2 OF 9

SUBJECT	Identification, Assessment, Placement, and Exit of LEP Students.	EFFECTIVE DATE	February 1, 1986	APPROVAL	[signature] Superintendent

B. ASSESSMENT MODEL

Students are tested/assessed for purposes of placement and determining instructional need.

1. INCOMING 9TH GRADE (Year 1)

Spring

LAB IV (Form A)
Interview

Fall

CTBS - Espanol (Sept)
Maculaitis (Sept)
CTBS - English (Oct)
HSPT Pre-Test (Oct)
LAB IV (Form A) - New Entrants only

Spring

HSPT (April)
LAB IV (May) (Form B)
Maculaitis (May)

2. GRADES 10, 11, 12 (Years 2, 3, 4)

Spring - Spring (Pre-Post) Evaluation Model

HSPT (April)
LAB IV (May) (Year 2 - Form A; Year 3 - Form B; Year 4 - Form A)
Maculaitis (May)

C. IDENTIFICATION PROCESS

1. Identification of Incoming Students - conducted each Spring.

STANDARD OPERATION PROCEDURE

NUMBER	7.002 (Rev.
PAGE	3 OF 9

SUBJECT	EFFECTIVE DATE	APPROVAL
Identification, Assessment, Placement, and Exit of LEP Students.	February 1, 1986	Superintendent

a. The Bilingual Counselor reviews the applications for the following school year. This includes applications which recommend a student for the Bilingual/ESL Program and other applications which indicate that the student may be LEP (i.e. indicated during interview, surname, low test scores, etc.

b. The Bilingual Counselor and the Bilingual Program Coordinator will establish dates and times for testing the potential LEP applicants using the LAB IV. The Bilingual Program Coordinator will arrange the testing sessions with the Principal(s) of the selected sites.

c. The Bilingual Program Coordinator will notify the sending schools of the scheduled testing sessions and the students to be tested. Enclosed in the packet will be letters to students in native languages explaining the testing sessions.

d. The sending schools will contact the Bilingual Vocational Counselor by phone to reserve spaces for the students to be tested.

e. The Bilingual Vocational Counselor will schedule testing and the Bil/ESL Resource Teachers will test the students.

f. Tests will be immediately handscored by the Bil/ESL staff.

g. Applicants who fall below the State-approved cut-off using the LAB IV will be identified as LEP.

h. Identified LEP students who are Spanish-speaking will be administered the CTBS-Espanol by the Bilingual/ESL Staff. Steps a-f will be repeated.

i. Applicants who are not identified by the LAB IV will be immediately referred to the Counseling Department in each school for inclusion to the regular CTBS Testing of applicants.

j. The Students will be notified of their acceptance by the Principal, cc: Bilingual Program Coordinator.

SUBJECT	Identification, Assessment, Placement, and Exit of LEP Students.	EFFECTIVE DATE February 1, 1986	APPROVAL William Harvey Superintendent

k. The Bil/ESL Division will keep copies of the students' applications and return the originals to the Counseling Department.

l. The Bilingual Vocational Counselor will have the data on the new students entered to the Applicants' File in the computer by the Computer Services Division.

m. The Bilingual Vocational Counselor will interview all potential LEP students in conjunction with the Bil/ESL Resource Teachers. The Bilingual Counselor will arrange interview appointments with applicants and parents and will conduct the general intake portion of the interview. The Bil/ESL Resource Teachers will conduct the language assessment portion of the interview and will recommend an ESL level to the Bilingual Counselor for placement and scheduling purposes. (See attached Ident. & Assess. Procedure)

n. Only incoming LEP students will be scheduled by the Bilingual Vocational Counselor. All other students will be scheduled by the Counseling Department. The Bilingual Vocational Counselor may be contacted for assistance.

2. Home Language Survey - Conducted in September for all students to determine those whose first acquired language is other than English. Students complete the Home Language Survey which is written in English and the major languages representative of students. (See SOP# 7.007 for detailed procedure).

3. Identification of Handicapped LEP Students - conducted jointly between the Bilingual/ESL Staff and the Child Study Team. The process for pre-referral, referral, evaluation, and classification is the same for LEP students as for other students. The procedure for identification of LEP students is the same for those classified as handicapped as for all students. Parents are involved in all aspects of classification and identification. Information is written in the native language of the home and interpreters are available to ensure that parents understand the procedures at meetings.

Placement of a handicapped student in the Bilingual/ESL Program is contingent upon the following:

1. The student must be administered the LAB IV by the ESL Teacher and be identified according to established criteria.

2. Written recommendation by the Special Education Coordinator to the Bilingual Program Coordinator and Principal.

3. Approved by Bilingual Program Coordinator and Principal

STANDARD OPERATION PROCEDURE

NUMBER	7.002 (Rev.
PAGE 5	OF 9

SUBJECT	Identification, Assessment, Placement, and Exit of LEP Students.	EFFECTIVE DATE	APPROVAL
		February 1, 1986	William Harvey, Superintendent

D. ASSESSMENT PROGRAM

The assessment program for LEP students is expanded beyond that for regular students to include special methods of evaluating interests, aptitude, proficiency, and achievement. The assessment program includes the following areas:

1. Vocational Interest and Aptitude

Vocational interest and aptitude tests will be administered by the Bilingual Vocational Counselor. If tests are not available to LEP students in their native language, existing instruments are translated by bilingual staff. Since LEP vocational students who have recently arrived in the United States are often unaware of the types of jobs that exist in this country, a cultural orientation to employment opportunities in the United States is provided by the Bilingual Vocational Counselor.

2. Proficiency in English

English language proficiency is assessed prior to enrollment using the Language Assessment Battery (LAB IV). The LAB IV is administered, scored and interpreted by a trained ESL instructor with assistance by the Bilingual Vocational Counselor.

The assessment of English language proficiency serves the following important functions:

* Provides a measure to determine whether the assessment of vocational skills must be in the native language or if it can be in English.
* Provides a measure to determine whether and how much vocational instruction in the native language is needed.
* Provides a measure to determine placement level in ESL class.
* Provides a baseline measure to be used to document increases in English proficiency (achievement) over the course of the ESL instructional period.

3. Proficiency in the Native Language

Assessment of proficiency in the native language will be conducted by the ESL teacher to determine whether or not bilingual instruction will be effective for the LEP student. Since many LEP students cannot read

STANDARD OPERATION PROCEDURE

NUMBER	7.002 (Rev.)
PAGE	6 OF 9

SUBJECT	Identification, Assessment, Placement, and Exit of LEP Students.	EFFECTIVE DATE	APPROVAL
		February 1, 1986	Superintendent

write in their native language, translating vocational materials into their native language would not be especially helpful. Since few appropriate assessment instruments exist for this kind of testing, techniques such as oral interview, dictation and cloze in the native language are substituted. In addition, the CTBS-Espanol is administered as a native language test for Spanish-speaking students.

4. Proficiency in the Vocational Skill Area

An assessment of vocational skill level is made by the bilingual or regular vocational instructor. Where necessary, this will be done in the native language where the student will be given oral instructions translated and then will demonstrate ability to carry out the instructions and skill proficiencys. If the instructor is monolingual in English, instructions will be translated by a Bilingual/ESL staff member.

5. Achievement in the Vocational Skills Area

Skill level is easily determined by measurements of demonstrated mastery on specific tasks using the proficiency formula in the competency-based curriculum and evaluation system.

The student must demonstrate achievement and proficiency in the vocational area in accordance with standards and evaluation procedures required of all students.

Academic and vocational standards are not lowered for LEP students. Requirements are the same for LEP students as for all other students. Only the methods of communicating those requirements vary.

Testing is done in English and the native language as appropriate. The vocational instructor encourages the LEP student to function independently in English, especially with regard to those skills that will require the student to use English on the job.

6. Achievement in English As A Second Language

The ESL teacher monitors student progress during the course and determines achievement with periodic tests and quizzes in English on the content covered in the ESL course, including VESL. (Vocational-ESL)

STANDARD OPERATION PROCEDURE

NUMBER	7.002 (Rev.)
PAGE	7 OF 9

SUBJECT	Identification, Assessment, Placement, and Exit of LEP Students.	EFFECTIVE DATE	February 1, 1986	APPROVAL	William Harvey Superintendent

Since the LAB IV was the instrument used to identify the LEP student and determine placement in ESL, the post-test at the end of the course is also the LAB IV of the different form. The pre-test was the initial assessment of English language proficiency and the post-test will show growth and achievement of the student and determine the degree of effectiveness of the instructional program.

E. PLACEMENT AND SCHEDULING

1. Identified LEP students are placed in the Bilingual/ESL program and scheduled into ESL-1, ESL-2, ESL-3 according to language level.

2. Students are identified as LEP if they fall below the following cut-offs on the LAB IV:

	Form A		Form B	
	Fall	Spring	Fall	Spring
Grade 9 -	80	84	83	88
Grade 10 -	88	93	91	96
Grade 11 -	94	96	96	98
Grade 12 -	97	98	100	101

3. Language level is determined by the Bil/ESL Resource Teacher for incoming students and by the ESL Teacher for 9-11th grade students using the following instruments:

   a. LAB IV - Identification; language range
   b. Maculaitis - Placement in listening, speaking, reading, writing
   c. Illyan - Placement in listening and speaking
   d. Teacher designed, structured writing sample

Students will be placed in ESL-1, ESL-2, ESL-3 according to District-wide criteria: (See attached)

STANDARD OPERATION PROCEDURE

NUMBER	7.002 (Rev.)
PAGE	8 OF 9

SUBJECT	Identification, Assessment, Placement, and Exit of LEP Students.	EFFECTIVE DATE	APPROVAL
		February 1, 1986	Superintendent

4. All identified LEP students must be scheduled into High-Intensity ESL. Placement in ESL for the extra period takes priority over Math C (HI).

F. EXIT FROM BILINGUAL/ESL PROGRAM

1. Students are encouraged to achieve English proficiency and exit the Bilingual/ESL Program as soon as possible.

2. Student's exit from ESL is based upon the following criteria:

   a. LAB IV Test Results (Spring)

		Form A	Form B
Grade 9	-	84 or above	88 or above
Grade 10	-	93 or above	96 or above
Grade 11	-	96 or above	98 or above
Grade 12	-	98 or above	101 or above

   b. ESL Teacher recommendation

   c. Grade/skill mastery from ESL class

   d. Structured oral interview

3. Students who exit ESL are placed in English C (Communication) as a transition to English G.

4. Students who exit ESL and also pass the MBS/HSPT are placed in English G.

5. LEP students may be identified for supplemental BSI Services (See SOP# 7.006)

6. LEP students in the Bilingual Secretarial and Beauty Culture Programs will be mainstreamed into vocational courses taught monolingually in English, as appropriate, based upon the following:

   a. Exit from ESL
   b. ESL/Bilingual Voc. Teacher Recommendation
   c. Student grades and overall record
   d. Approval by Principal and Bilingual Program Coordinator.

7. Parents are notified in writing by the Principal of any change in the student's program.

SUBJECT	Identification, Assessment, Placement, and Exit of LEP Students.	EFFECTIVE DATE February 1, 1986	APPROVAL Killian Harvey Superintendent

IV RECORD MAINTENANCE

All Procedure Manuals
All Staff Members

V DISSEMINATION

- The procedure section of the SOP may be reproduced and given to appropriate employees.

- Incorporate in all SOP manuals.

BILINGUAL/ESL PROGRAM

Student Identification & Assessment Procedure

The following forms are used during the intake interview of potential LEP students in accord with SOP# 7.002 (Rev.) for purposes of identification, assessment, and proper placement in the Bilingual/ESL Program.

FORMS:

ORAL INTERVIEW

SCHOOL HISTORY

WRITING SAMPLE

ASSESSMENT FORM

LAB IV Answer Sheet

Test 1 Listening
Test 2 Reading
Test 3 Writing
Test 4 Speaking

ESL/BILINGUAL PROGRAM

ESL Identification & Placement

CRITERIA

WRITING SAMPLE

SKILLS TESTED	CRITERIA	LEVEL
- Spelling	0 - 2	1
- Subject - verb agreement	3 - 4	2
- Organizational skills Appropriate verb tense	5 - 6	3

ORAL INTERVIEW

SKILLS TESTED	CRITERIA	LEVEL
Graded ability in oral communication	(as per worksheet)	1 2 3

LAB RESULTS

SKILLS TESTED	CRITERIA	LEVEL
Test 1 Listening	0 - 59	1
Test 2 Reading	60 - 70	2
Test 3 Writing	71 - 84	3

READING LEVEL

SKILLS TESTED	CRITERIA	LEVEL
(as per standarized test given by sending school)	0 - 2nd grade 3rd grade min. 5th grade min.	1 2 3

SECONDARY MEASUREMENTS

SCHOOL HISTORY

LAB IV - Speaking

STUDENT ASSESSMENT PROCEDURE
ORAL INTERVIEW

STUDENT'S NAME _____

DATE _____

SENDING SCHOOL _____

LEVEL I	CORRECT	INCORRECT
1. What is your name?	_____	_____
2. What is your address?	_____	_____
3. What is your telephone number?	_____	_____
4. What are you doing right now?	_____	_____
5. How many brothers and sisters do you have?	_____	_____
6. You want to ask your friend to come to your house for dinner. What will you say to your friend?	_____	_____
7. What kind of _____ do you like? (TV shows, sports, food)	_____	_____
8. Tell me something you like to do?	_____	_____
9. Tell me something you have to do everyday?	_____	_____
10. Tell me something you had to do last week?	_____	_____
11. Tell me how to get to your house?	_____	_____

LEVEL II		
1. What were you doing before you came to this interview?	_____	_____
2. If a student wants to learn English, what should he do?	_____	_____
3. Why do you want to come here? Use the word <u>because</u> in your answer.	_____	_____
4. Tell me something you usually do on the weekends.	_____	_____
5. Tell me something you hardly ever do on the weekends.	_____	_____

6. What are you going to do on your next vacation? _____ _____

7. You are in a department store. You want to buy a coat. You can't find the coats so you ask the salesclerk for help. What will you say? _____ _____

LEVEL III

1. Tell me something you used to do. _____ _____

2. Tell me what might you do when you finish studying in this school. _____ _____

3. What kind of job would you like to have? _____ _____

4. How long have you lived in _____? _____ _____

5. How do you like living there? _____ _____

6. At five o' clock yesterday, where were you and what were you doing? _____ _____

7. If you are sick, how long should you stay in bed? Use the word <u>until</u> in your answer. _____ _____

8. Who is the oldest in your family? _____ _____

9. Where would you like to go if you could go anywhere you wanted to go? _____ _____

ESL/BILINGUAL PROGRAM

STUDENT ASSESSMENT PROCEDURE

SCHOOL HISTORY

NAME_____ DATE_____

Nombre Fecha

ADDRESS_____ TOWN_____
Direccion Pueblo

TELEPHONE_____
Telefono

SCHOOL ATTENDING_____
Escuela a que asiste

HAVE YOU EVER BEEN TO SCHOOL OUTSIDE THE CONTINENTAL U.S.A.? YES NO
Has asistido a la escuela fuera del continente de EE. UU. ?

IF YOU ANSWERED YES, CIRCLE THE GRADES 1 2 3 4 5 6 7 8 9 10
Si la respuesta fue si, indique los grados

WHAT LANGUAGE DO YOU SPEAK WITH YOUR PARENTS? _____
Que idioma hablas con tus padres o familiares?

IF YOU WENT TO SCHOOL OUTSIDE THE CONTINENTAL U.S.A., INDICATE WHERE
Si has ido a la escuela fuera del continente de EE. UU.,indique donde

_____

ESL BILINGUAL PROGRAM

STUDENT ASSESSMENT PROCEDURE
WRITING SAMPLE

NAME _____

DATE _____

SENDING SCHOOL _____

Please write a short paragraph (about ten sentences) on one of the following topics: movies, schools or families.

You will have ten to fifteen minutes to complete your paragraph.

ESL/BILINGUAL PROGRAM
ASSESSMENT FORM

Writing Sample	Oral Interview	LAB Results	Reading Level
Level I	Level I	Level I	Level I
Level II	Level II	Level II	Level II
Level III	Level III	Level III	Level III

Should there be a discrepancy in the 4 areas, priority will be given to LAB results and oral interview.

Secondary measurements:

LAB Test 4 (Speaking)
Comments:

School History
Comments: